

Werneth Primary School- Pupil Premium Statement 2020-21

At Werneth Primary School, we aim to improve pupil attainment through excellent rates of pupil progress regardless of pupils' barriers to learning.

Understanding barriers at Werneth Primary School

At Werneth Primary School, we acknowledge and understand that challenging socio-economic circumstances can create additional barriers to learning for pupils. We also know that multiple factors of deprivation, including language deprivation, can create further barriers for pupils to overcome.

However, we are clear that the impact of these barriers to learning can be reduced through high quality classroom teaching and additional support, where necessary.

We believe that high quality professional development can enable all teachers to provide high quality classroom teaching and that interventions, led by well-trained staff, can support pupils to overcome barriers to learning and succeed.

We believe in developing the whole child; equipping them with the key skills to succeed in education and in later life as well as creating well-rounded pupils whose schooling is enriched with first-hand cultural experiences that support personal development. Where pupils cannot access these opportunities at home, we aim to provide these opportunities through a rich, broad curriculum enhanced by first hand experiences.

Although funding is provided specifically for pupils eligible for the Pupil Premium Grant, strong educational outcomes for these children are best achieved through providing high quality teaching throughout the school. In this way, *all* vulnerable pupils are helped to achieve the best possible outcomes from their starting points.

In order to ensure that the Pupil Premium Grant funding has an impact, we must identify barriers to learning and select effective strategies to overcome these barriers.

Barriers to learning for disadvantaged pupils at Werneth Primary School

- English as an additional language - the majority of pupils can only speak a few words of English on entry to Nursery.
- Parents' ability and confidence to communicate, read and write in English - patterns of new to EYFS pupils' parents show that fewer parents have been educated in the UK and have the language skills to support pupils' learning at home.
- A language deficit - a gap in vocabulary and a lack of ability to manipulate language for effect.
- The impact of inward mobility on attainment compared to age related expectations.
- Lack of access to, and experiences of, written texts for many pupils; including opportunities to share a text with an adult.
- Limited cultural and enrichment opportunities also have a limiting effect on the development of language and understanding.
- The impact of multiple factors of deprivation on pupils' emotional well-being - this can impact on pupils' behaviour for learning, self-esteem and confidence.
- Poor attendance (exacerbated by the Covid-19 school closures in Spring/Summer 2020) and increasing levels of pupil mobility reduces the impact of the high quality education on offer, as pupils experience lost learning.

Our strategies for reducing the impact of barriers to learning in 2020-21

Our primary strategy for removing the impact of barriers to learning is through the provision of quality first teaching.

Our approaches to teaching and learning are developed using research and strategies from the Education Endowment Foundation and The Sutton Trust as well as strategies that we have found to be effective when implemented previously.

Our strategies include:

- Quality CPD focussed on developing pupils' communication and literacy skills.
- 1:1 and small group tuition to address pupils' gaps in learning and to maximise disadvantaged pupils' progress. This is also implemented to support pupils whose parents may be unable to support them at home.
- Developing EAL pedagogy and implementing strategies to support pupils to develop their spoken and written English skills.
- Additional staffing, particularly in the early stages of pupils' education, to provide pre and post teaching, 1:1 reading, additional guided reading, personalised support and targeted intervention.
- Providing high quality teaching and learning of phonics so that pupils become fluent and are able to be taught comprehension skills.
- Reading comprehension strategies focussing on understanding of the text and the author's use of vocabulary and grammatical devices.
- Providing opportunities to communicate verbally through reading aloud, regular drama opportunities, discussing a range of age-appropriate texts and extending pupils' spoken vocabulary.
- Ensuring that all pupils have cultural enrichment opportunities through subsidised trips and experiences.
- Engaging parents with workshops to empower them to support home learning.
- Ensuring that we support each pupil with social and emotional development.
- Rigorously monitoring and acting upon any attendance concerns and liaising with the local authority attendance service.

Please see our Pupil Premium strategy statement for details of how we will implement these strategies in 2020-21